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AUTHOR Pasch, Marvin; And Others
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ABSTRACT

This paper describes an evaluation study of the use of paraprofessional personnel in school districts in general, and at Parma (Ohio) Schaaf Junior High School in particular. The members of the evaluation team included representative teachers from the school system led by a university coordinator. They describe problems and promising practices in regard to how paraprofessionals are used in the classroom. This information was gathered from documents and references available through the ERIC retrieval system. In addition, the evaluators discuss what Parma educators believe are the advantages and disadvantages of the extensive use of university students as instructional aides. The major purpose of the paper is to relate the findings of an evaluation study implemented at the high school during spring 1976. The study focused on how university students were trained to be competent instructional aides. The study, based on the Stufflebeam and Guba "CIPP" model of evaluation, concludes with a series of recommendations to improve the training system that assists paraprofessionals and the faculty persons who supervise them. (Author/MLF)

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EXAMINING THE USAGE OF PARAPROFESSIONALS AT PARMA SCHAAF JR. HIGH SCHOOL: AN EVALUATION STUDY

Written for the completion of requirements of a joint workshop involving Cleveland State University and the Parma School System.

Workshop Participants

Miss Irma Barton
Miss Betty Davis
Mr. Don Dewey
Mrs. Ruth Dickan
Mr. George Kapolka
Mr. Gerald Manganella
Miss Sharon Paoletta
Mrs. Doreen Petersen
Mr. Robert Vasil
Mrs. Betty Wirkus

Dr. Marvin Pasch, Workshop Coordinator

June 11, 1976

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PARAPROFESSIONALS:

USE IN SCHOOLS HERE AND ELSEWHERE

The research material gathered dealing with the use of paraprofessionals in schools is presented in the following manner. The first section will present definitions and intended roles as defined by various states and systems regarding the use of aides. This will be followed by information gathered from a few schools dealing with the question of how some of these paraprofessionals are being employed. The final section will then spell out some of the benefits as well as problems regarding use of aides that have been experienced in various schools.

Definitions and Intended Roles of Paraprofessionals

Leon J. Lefkowitz, in his article, "Paraprofessionals: An Administration/School Board Conspiracy" (6) stated: "The tasks of nonprofessionals are those that a professional would not perform under any circumstance in the performance of his professional duties." He said, for example, study hall and lunch duty would be considered a professional task, thus the job of fully trained teachers. The aides can assist the teacher with these tasks, but not take over the tasks completely.

The author stated that originally the initiation of nonprofessional aides was a government move through Title I. He stated that the purpose of these aides was not to increase the teacher-student ratio or teacher availability. Its purpose was also not to eliminate nonprofessional duties from the teachers' day. The real purpose was to provide greater educational opportunities to disadvantaged adults in the community.

Lefkowitz listed some of the possible positive uses of nonprofessional aides who would act to assist a professional teacher. A list of these uses follows: (6)

1. secretarial assistance
2. assistance for lunch duty
3. assistance in grading objective papers and tests
4. assistance in the instruction of small groups
5. to prepare instructional resources
6. assistance in the making of a good classroom environment
7. assistance in helping individuals
8. assistance in bus duty

Alan Sweet, the Project Administrator for the Minneapolis Career Opportunities Program (COP), was quoted in the "Instructor" to have said, "An aide should be used in any way to support the teacher's role (diagnostic, prescriptive, and evaluative." (7) John MacNamara, in his book, An Effective Program for Teacher-Aide Training (Parker, 1972), listed six supportive aide categories:

1. Assist with classroom management
2. Help with instruction

3. Supervise students out of the classroom
4. Assist with school routines
5. Aid in classroom housekeeping
6. Help with clerical duties

John MacNamara also suggested that aides can C H I M E:

7. C Check records and tests
   H Help with supervision
   I Instruct, tutor, teach
   M Materials development
   E Equipment retrieval and use

The following information is a collection of data obtained from an article by Charles and Dan Tollett, entitled "Teacher Aide Laws Are a Mess and an Invitation to Legal Troubles for School Districts." The article expresses policies concerning the use of aides as spelled out by state legislation. The authors describe the variety of state legislation in 23 states of the United States. (9)

In 1963, Colorado and Massachusetts passed almost identical bills permitting use of teacher aides and other auxiliary personnel to assist in providing services related to instruction and supervision. In 1966, California legislation approved a bill "designed to implement compensatory education programs in elementary schools within the state." This included provisions for the use of non-certified aides and the stipulation that paraprofessionals could be juniors or seniors in high school, college students, or adults. In 1967, Nevada passed a law granting boards of education the authority to employ aides and other nonprofessionals to work as instructional assistants, but only under the supervision of certified personnel unless the duties assigned to the assistants were strictly non-teaching ones.

Illinois passed two bills. The first Illinois bill allowed school boards to "designate noncertified individuals of good character to serve as supervisors, chaperones, or sponsors... for school activities not connected with the academic programs of the schools. The second bill gave school boards authority to hire any type of nonteaching personnel necessary for proper operations of schools. In 1969, Illinois permitted those who were specialists in a designated field to work under the direction of certified teachers to provide highly specific instruction that was "not otherwise available to the immediate school environment." Also, in 1969, Florida granted legal status to paraprofessionals and the same protection under law enjoyed by the certified staff members. It provided that teacher aides "may be assigned by a school board to assist members of the instructional staff in carrying out... their professional duties and responsibilities as prescribed by... the State Board of Education. A teacher aide may not be required to hold a teaching certificate but shall possess such minimum qualifications as described by the State Board of Education and the local school board."

In 1972, Kentucky defined aides and paraprofessionals by statute and stated that when regulations of the state board are followed they have the same status and enjoy the same protections as do certified personnel.

The other 27 states of the United States have ignored the issue of aides except to require that these aides comply with some form of certification,

licensing, or similar regulations. New Hampshire, New Jersey, New Mexico, New York, and Vermont article required certification (1974). Alabama, Maine, and Iowa required that aides be registered. Permits were given to aides in Delaware, Ohio, and Oklahoma. Georgia made a distinction between aides and paraprofessionals: paraprofessionals had to have at least two or three or more years of college training and were allowed some decision-making authority limited by their job description and regulated by a professional staff member. New Mexico did not restrict paraprofessionals to noninstructional duties and did not require that they be under the immediate supervision of a certified teacher, but teachers still retained their basic responsibility for instruction and supervision of the pupils in their charge within the limitation of the law. New Hampshire and Vermont certified paraprofessionals on varying levels of training and competence. In New Hampshire, paraprofessionals with limited schooling were put into the aide category with no special education being required, but an educational intern had to have completed all the formal academic and experiential requirements leading to a bachelor's degree from a four-year institution approved by the state board of education for teacher preparation. Vermont classified paraprofessionals according to four levels of training and demonstrated competency. Each local school district was allowed to determine its own method of evaluation. (7)

In New York State, teacher aides and teacher assistants were considered to be very different. The responsibilities of aides were spelled out with precision by law and everything they did had to be noninstructional. Certified teacher assistants could assume complete responsibility for a classroom with only token supervision from a licensed teacher but they were required to have four years of high school or its equivalent plus additional training or experience in their work. For a continuing certificate, the assistant had to complete six semester hours of college work in the field of education or one related to it. Also, assistants had to complete one year of paraprofessional or teaching experience for certification. Once certified, however, assistants became teachers in the true sense, with tenure. (7)

In summary, one may observe from the research that the definitions and intended roles of paraprofessionals in schools vary somewhat from state to state, system to system, and even author to author according to the information gathered from various articles.

Examples of Paraprofessional Actual Uses in Parma and Elsewhere

This section will deal with specific examples, as researched from literature, interviews and observations regarding activities that have been assigned to paraprofessional aides in the schools. These examples are listed as follows:

Louise Boedeker, Assistant Professor at Hunter College, NYC, found student teachers who worked with her as co-teachers helped because they:

1. were good role-models, and
2. they increased the feedback from, and communications with the students in a methods class.

Later she planned to solicit two-hour volunteers from previous students, cooperating teachers in public schools, college staff members, parents, and

students to work in the education department with her. This idea is being used at Schaaf Junior High and other Parma schools at the present time. (3)

School nurses in Parma have volunteer help from parents in the Parma district with eye-testing, hearing testing, TB testing, helping set up appointments with doctors at the schools for physical examinations for sports, and keeping records. In the "Journal of School Health", June '73, Margaret C. Lum is quoted: "The entire nation faces a critical shortage of personnel in all professions. One way of remediating this problem is through the use of supportive individuals. If a professional spends time performing tasks which can be done by a paraprofessional, this is wasteful and costly. If this waste can be eliminated it is tantamount to gaining additional professional services. In education, this critical problem is compounded by serious financial crises and continuing escalation of pupil enrollment." But paraprofessionals should supplement and not replace the professionals. (2)

Paraprofessionals are also being used in the field of the aging, in mental health agencies and programs, and in public schools, most particularly and most effectively with low-achievers. (1) "The Journal of Educational Research", February '74, describes a Title I project with over a hundred low achievers in second and third grades in Greenbaugh, New York, where aides have become certified teaching assistants. In a controlled group, these low-achievers were judged to be free of behavioral problems in 12 dimensions and had made significant progress in reading and mathematical skills after working with teaching assistants. (1)

At Shiloh Junior High, Parma, an aide has been working with three teachers in an English program called ELS, English Language Skills. She was formerly a study hall aide at Shiloh. She has no desire for instructional tasks other than helping students work with unipacs, keeping individual folders in order, typing masters for spelling lists, tests, and work sheets. Every three weeks the students are regrouped. One teacher works with the students in the library. The aide works with different individual students. When the students do not understand instructions, the aide gives them examples like the answer required. She also helps record grades on a grid sheet and transfers them to an evaluation sheet.

In summer school, a Parma teacher was given a class of 41 students who had failed seventh grade mathematics or who needed extra work in order to do better work in the eighth grade. The teacher requested an aide and the attendance secretary from a Parma school helped by using keys to check children's work, by helping one group work silently while the regular teacher worked with other groups needing individual help. Students were able to accomplish much more with the aide available because the class was four hours long every morning for three weeks.

The librarian at Shiloh Junior High in Parma was transferred and became a media specialist in the high school. The same assistant librarian had been at Shiloh for ten years. She is considered a paraprofessional. She certainly has been very important to the success of the library program with a new librarian who was unfamiliar with Parma and its library program. The students feel free and willing to go to the aide for help in any reference work or in choosing recreational reading material.

Some of the elementary schools in Parma are having junior high and senior high students work with the teachers as aides. Some of the elementary schools have differentiated staffing with JP's, student teachers, and parents acting as aides. Individual problems and individual rates of learning have been possible with this program.

Currently at Schaaf Junior High, aides, college students in education programs, and student teachers are working cooperatively with teachers in the classroom working with students individually and in groups. They help the teacher perform many tasks: grade papers, print material, prepare equipment, run AVA equipment, monitor study halls, hallways, and lunch room and many other "aide-type" tasks. They are also aiding the teacher by presenting subject matter to classes, teaching students to reason, helping in study habits, helping students on projects and performing many other so-called "professional" tasks. There appears to exist a wide range of uses of paraprofessionals at Schaaf Junior High.

From the previous examples, clearly it appears that aides have in the past and are presently being employed to perform many tasks in the schools quite varied in nature. It appears that there is no specific ruling regarding the nature of the tasks that are to be performed by paraprofessionals.

BENEFITS AND PROBLEMS ARISING FROM THE USE OF PARAPROFESSIONALS

Benefits

According to William Wolansky's article, "Teacher Aides - a First Step to Differentiated Staffing" (8), "differentiated staffing and the use of paraprofessionals is an emerging educational pattern which promises to have significant advantages for improving the quality of education." These benefits can be categorized into four major areas:

A. To the Student

1. When a paraprofessional is properly employed within the classroom, the student should receive a greater degree of individual attention not only with their academic endeavors, but also with social and psychological problems. Many educators have argued that students prefer to have only one teacher in the classroom because "they feel more comfortable" or "it is easier to get away with something." The seventh grade economics unit at Schaaf has been designed to employ four paraprofessionals in the classroom (two JP's, a student teacher and an educational aide) for five weeks. It was found that a vast majority of the students prefer to have more than one adult in the classroom. Over 165 students were given a student survey form and asked to respond to the following statements: "The several teachers in the class were always nearby and ready to give assistance when I asked for it." and "Having several adults in the room is much better than having just one teacher." After tallying the results from the survey, it was found that 89% of the students felt they received valuable assistance from the aides and 93% preferred to have several adults

in the classroom. The point to be made here is that students can develop positive attitudes toward paraprofessionals if they feel the aide's reason for being present is to assist them and not simply take up space or "observe" them like animals in a zoo.

2. Another benefit to the students is that paraprofessionals can be successfully used to bridge the gap between the student and teacher. Since educational aides are oftentimes younger or less experienced than the professional teacher, many "problem students" find it easier to identify with the paraprofessional. These students feel that the J.P.'s or student teachers are in the same evaluative situations as themselves. This commonality can be used as a basis for establishing a bond between the student and the school.

3. When teaming with the paraprofessional, the diverse levels of aide backgrounds can more effectively meet the wide range of pupil needs. For example, a male social studies teacher discussing the sociological concept of women's status in society can be given invaluable assistance by having an adult female in the room to present another point of view. In effect, the more adults present in certain educational situations the better the chances of applying the curriculum to meet the needs of all the students. No one teacher can or should perceive himself as a jack of all trades.

B. To the Teacher

1. When a paraprofessional is placed under the guidance of a teacher, the teacher begins to find new leadership functions which oftentimes went unnoticed in the past. In traditional educational models, most teachers perceive the principal as the leader of the school and as a result assume the passive role of follower. This no longer is the case in school which employ paraprofessionals as a part of their educational program. Since teachers are given more responsibility in directing and coordinating the efforts of the paraprofessional, they become more actively involved with initiating rather than impeding educational innovations.

2. Staff morale can also be increased by the development of paraprofessional organizational models which inherently provide the teacher with an opportunity for career advancement. Teachers feel that these models encourage hard work and professionalism by offering positions of higher responsibility and increased pay. (i.e. team leader, facilitators, coordinators, etc.) In effect, paraprofessional models foster mobility and do not make ambitious teachers feel they are "stuck" in a follower's role.

C. To the Aide

1. The most important benefit to the aide is the opportunity to experience an early entry point into teaching. The paraprofessional can become acquainted with the career of teaching quickly rather than waiting until it is too late to change his course of study.

For example, the traditional program for utilizing college students calls for three and a half years of general and educational studies without providing for practical educational experiences within the classroom. As a result, some students had to wait until the last quarter of their senior year to answer the important question: Is teaching really for me? Unfortunately, many feel that this is too late for a negative response; and rather than honestly admit they are in the wrong field, choose to deceive themselves into thinking that they will eventually grow to like teaching. This is as foolish as a young man proposing marriage to his girlfriend with the promise that "you'll learn to love me" -- it just doesn't happen.

D. To the Administrator

1. Jonathan Hoffman, in an interview with Catherine Barrett, the president of the NEA in 1974, said that the principal has the major responsibility of being the curriculum leader and initiator of change within the school. (10) Messrs. Charles A. Burns and Leo Pelleschi, principals of Shiloh and Schaaf Junior Highs, both strongly agreed that "modern-day principals could not ignore the influences that change and innovation have upon their administrative duties." Most of the innovations in education today center on individualized instruction (i.e. unipacs, learning labs, programmed learning kits, small group instruction, etc.). Unfortunately, many teachers have used the excuse, justifiably or not, that these teaching strategies require more help than has been made available to them. This problem can easily be eliminated by the hiring of a large number of trained adult aides. In conclusion, a well organized paraprofessional program can provide the principals with a tremendous impetus for initiating curriculum changes within the school.

Problems

A nationwide study on aides conducted by Garda Bowman and Gordon Klopf has discovered three major problems concerning the use of paraprofessionals:

1. The role of the aide has oftentimes been poorly defined.
2. There has been a definite lack of organizational patterns and chain of command.
3. The paraprofessional has not received proper training for the instructional activities which he is required to perform. (8)

Bowman reports that most difficulties with aides have arisen when they were not properly informed of their role. An important element in any paraprofessional program is a written explanation of the tasks which will be required of the aide. These tasks should be mutually agreed to by the administration, the teacher, and the aide. During the first year of the differentiated project at Schaaf Junior High, most teachers were assigned aides without knowing what they were supposed to do. The aides could not provide any information to the teacher because they too were uninformed about their responsibilities. As a result, many teachers were uneasy about assigning the aides to such tasks as grading papers and making bulletin boards since they feared this might be interpreted by the aide as menial and below their level

of intelligence. On the other hand, teachers also felt wary about assigning aides to tasks which required a greater degree of skill. (i.e. small group discussion, lecture, etc.) After a year of learning from these mistakes, the aides were given a one day orientation of what would be expected of them during their assignment at Schaaf Junior High. By properly defining the role of the aide, the teacher is now more effectively utilizing the skills of the paraprofessional within their classroom.

A second problem concerning the use of paraprofessionals is clearly illustrated in William Johnson's article, "Utilizing Teacher Aides". (His major contention is that "an organizational model must be developed defining the areas of responsibility (chain of command). Otherwise problems will arise." These "problems" have been experienced by the participants in the Schaaf Title III project in the past three years. The development of an organizational model which addresses itself to these problems seems to be the ultimate goal of our CSU workshop. In the opinion of the research group, two very important points must be brought out in regard to this organizational model. First of all, teachers should be given in-service training which teaches them how to accept responsibility without demeaning the role of the paraprofessional (encounter group sessions). Johnson has found that teachers must learn to perceive themselves as educational leaders, not bosses. Also, the teacher must make the paraprofessional feel that although he is not given the same degree of responsibility as the teacher his work is <u>just as important</u>. Secondly, teachers must be given extra pay for accepting additional responsibilities which the organizational model will develop. It would be ridiculous to expect teachers to do more work for the same pay. This need for additional money is going to provide the biggest obstacle to the successful development of a paraprofessional program at Schaaf. Many teachers have already been commenting that "People are crazy for taking J.P.'s! What are you getting for all the extra work? ---absolutely nothing'." This is a good point--money is a great motivator of people.

The third and final problem to be examined in this section is the aide's lack of formal educational training. Many teachers are angered when they are expected to take a poorly trained paraprofessional into their classroom. In order for the educational aides to be effectively utilized by the students they must be competent in the discipline which the teacher is presenting to the class. If the students can not receive help from the aide because of his lack of knowledge and understanding of the subject matter, they will quickly "turn off" and not perceive him as a "real" teacher. As a result, the paraprofessional becomes a hindrance rather than a help to the teacher. This need for proper training and background seems to lend credence to the argument that paraprofessionals should be assigned to their particular field of interest and competency. Aides should not be placed into several fields of study despite the claim that this will give them a more well-rounded educational experience. It simply hurts the students and frustrates the aide.

Many solutions could be offered regarding the problems previously stated. This final section is but one example which has been employed as a remedy to the difficulties encountered by the use of paraprofessionals. While addressing itself to many relevant problems regarding paraprofessionals, it should not be interpreted as the only answer for a successful parapro-

fessional program. The "American School Board Journal", '74, lists three important studies on the use of paraprofessionals: (9)

1. The Oregon Report of 1971
2. The Adams and Biddle Study in 1970: "Explorations by Videotape"
3. "A Cost-Effectiveness Study of Employment of Nonprofessionals".

The Oregon Model is included here only as a suggested quideline to aid the development of Schaaf's organizational model.

MODEL DEVELOPED BY THE PORTLAND OREGON SCHOOL SYSTEM (JOHN ADAMS HIGH SCHOOL) (8)

I. Formation of Partnership Program:

A series of planning sessions was conducted by teachers, administrators and college professors to develop a clinical training program for residential aides. The major thrust of these sessions was to develop a philosophy and define the roles of paraprofessionals. Some of these roles centered on tutorial, clerical and instructional activities. All were coordinated and assigned by the team and the team leader.

II. Selection of Aides:

The aides were then selected on the basis of competency and interest. These aides were then required to spend one full quarter residency at John Adams under the joint supervision of the college and teachers.

III. Assignment of Aides:

Aides were assigned to only one or two master teachers "representing their technical area of interest". This seems to address itself to commonly expressed concern that "J.P.'s are assigned to too many teachers and get caught in a conflict of personalities and work load."

IV. In-Depth Training of Paraprofessionals:

"A practicum and seminar would be conducted concurrently to study relationships and principles of learning." The teachers within the school should play an integral part in these seminars. This again demonstrates the need for teachers to receive extra pay for extra responsibility.

V. Evaluation of Experimental Model:

"Assessment of the aides program was conducted periodically with the aim of modifying the experimental model. These recommendations of the aides and master teachers were viewed as an important part of program modification. The resident aides were highly motivated by their experiences in studying and working within the dynamic atmosphere of classroom and laboratory situations. The aides spent

considerable time and energy in setting their goals, and initially tended to "over estimate" realizable goals. The master teachers found their supervisory roles were extended, but their effectiveness in catering to individual needs was also extended by the presence of resident aides. There was no evidence of underutilization of aides during their residence. Adequate orientation and involvement in planning by the aides, master teachers and administration is important to relieve apprehension and insure team effort."

SEARCH FOR PROBLEMS AND SOLUTIONS

With the funding of Title III monies to Schaaf Junior High, the school was granted a chance to individualize instruction through differentiated staffing. A part of this staffing pattern was the level of Junior Participator (J.P.) who was to be an extension of the teacher in the clerical and instructional tasks of the classroom. Teachers who requested J.P.'s received them and used them, in some instances in an ineffective way. In other instances, the J.P.'s were ineffective because of their lack of training and understanding of the program. Never having had this position in the building, there were misconceptions on the part of both the teacher and the J.P.'s. In addition, the question of this position remaining after the monies had run out was raised.

Positive and negative comments were being made by the teaching staff and the J.P.'s. The group involved in the writing of this segment of the workshop, brainstormed the comments they had heard and their own difficulties in the J.P. program. (See appendix) The largest area of concern was the training of the J.P. prior to his experience, training on the job and application of his experience. Because it is a learning experience, this position needs to be perpetuated without reimbursement for the service. In addition, realistically our school board could not or would not accept the added financial burden. Since few college students know about the program or specifically about its function, communication in the form of a sales pitch needs to communicate the positive aspects of the program.

At the present time, Junior Participators are coming to Schaaf at times which meet their college schedule and whenever convenient to them in their course of study. The alternative to this system is that the Junior Participator experience should be treated in such a way so that the college student will be at Schaaf all day, so that he may best fill the needs of the school and staff; that he receive college credit for the experience and; that it be a prerequisite to student teaching. The group felt that the alternative would be beneficial to both the college student and staff as the college student would have experience needed and staff, the time needed.

A second problem discussed was the method of attracting to and the selecting of J.P.'s for the program. An audio-visual program augmented by J.P.'s who have been in the program at Schaaf to college candidates would explain the program functions. In addition, prior to the aforementioned presentations, all junior education majors would receive a brochure introducing the program. Following the program, an interview would be conducted to determine those students best qualified for the job. The group felt this method would attract more students and make clear exactly what the job entailed.

The third problem area involved the staff itself. The group felt an orientation program or programs for the people involved with J.P.'s was a necessity to alleviate the problems of placing a J.P. in conflict between two teachers, of giving him tasks which are teacher-oriented, and of not using him as an extension of the teacher, itself. Hopefully, such a program would define specifically for staff exactly what the J.P. was to do and what was expected of the teacher.

If education is to treat the student in school as an individual, then it is necessary to treat the teacher and J.P.'s as individuals. To eliminate personality or philosophy conflicts, the group suggested that a compatibility match be given to both staff and college student to determine a good teaching team from which everyone would benefit. Not only did the group think that the teacher and college student be compatible, but that he be assigned in his field of expertise.

To support the original audio-visual program which is designed to attract students to the program, the group outlined a two and one-half hour seminar for the J.P.'s and staff. During this orientation time, the J.P.'s and the teacher would again hear those things which are expected of them. This hopefully would eliminate any confusion on the part of either party as to its role.

To eliminate the need to train the J.P. on the job, the group devised a series of in-service sessions which would take the burden from the classroom teacher and put it in the hands of several staff members. These sessions were to attack the problems of the J.P.'s professionalism, school rules and policies, how to create a positive learning environment and how to react to immediate discipline problems. Having gone through these meetings, the group felt the J.P. would be better equipped to handle the classroom.

Many of the solutions to the existing problems are not within the realm of the study group. To resolve some of these, the colleges must change their course of study or develop new courses. Only through suggestions to these institutions and outlining of our needs to them can the inequities be rectified Other solutions fell within the bounds of the building itself. Because of the lateness in the quarter, any orientation seminar and pre-training for either staff or J.P. would have been useless as these need to be done before the J.P. begins his experience. However, the solution to the problem of the teacher training the J.P. on the job could be tackled. The resources in the form of qualified staff were available; therefore, each member of the group took one aspect and prepared his own format. Dates were chosen and the seminar conducted twice during the day to reach J.P.'s assigned both morning and afternoon sessions.

On the morning of Friday, May 14, 1976, a seminar on "Professionalism of a Junior Participator" was held. An identical seminar for a smaller group was held on the afternoon of Tuesday, May 18, 1976. An outline was prepared by group member Mrs. Petersen and copies were given to all the participants at the conclusion of the seminar. Mrs. Petersen prepared two dozen index cards arranged in order with major topics and sub-topics written on individual index cards. Each J.P. discussed his reaction to the topic printed on his index card. Open discussion on the topics was guided by Mrs. Petersen,

Mr. LaGuardia and Miss Betty Davis. Professional standards expected of a J.P. in appearance, ethics, attendance and task completion were summarized and clarified. Mr. LaGuardia concluded the seminar by stressing the common sense approach of a J.P. to professionalism and the fact that J.P.'s are not expected to have the responsibilities of a student teacher.

The seminar on "A Positive Learning Environment" was conducted on May 17, 1976. Miss Jan Motter of the seventh grade math team explained their plan of grouping homogeneously and the use of a student group leader. This type of classroom eliminates the teacher-authority role and begins to delegate leadership and control to the student. Mr. John Schweitzer drew a diagram of the learning center his teaching team devised using multi-media and multi-activity approaches in a given unit. Mrs. Judy Theus talked about team teaching and various activities used to teach students. These ranged from one-to-one and small group instruction to art projects which permitted the student to achieve to the best of his ability. In summary, Mrs. Betty Wirkus, moderator, pointed out that the three teachers had stressed planning in a multi-activity approach, that a teacher must reach the student at his level, that a student must see his achievement which may in turn modify his attitude and behavior and that a teacher be positive, both in his subject matter and in his rapport with the students.

The third seminar for J.P.'s was held on Friday, May 21, 1976, in the South Conference Room. The topic was "Common Daily Discipline Problems a Junior Participator may Encounter". The participants were the following Schaaf staff members: Mrs. Betty Clancy, math teacher; Mr. Joe Dagata, science teacher; Mrs. Donna Zoloty, math teacher; Mr. Tom LaGuardia, English teacher; Mrs. Mary Lou Macar, Instructional Aide; and Miss Irma Barton, social studies teacher. The procedure followed was quite informal and was presented in a question-answer type format.

Six examples of daily discipline problems often encountered by J.P.'s were presented. The examples given were:

1) A J.P. turns his/her back on the group and talking, paper throwing, etc. starts.
2) A student refuses to work with a J.P. on an assignment given by the teacher.
3) A student "walks out" on the J.P.'s group session.
4) A student throws another student's books on the floor.
5) A student "mocks out" a J.P.
6) A student swears at a J.P.

Each example was presented and described in detail. The teachers then reacted to those problems they were most familiar with or with those problems they had dealt with personally. The J.P.'s then, in turn, shared some of their experiences with the staff as they related to the various examples. When all examples had been thoroughly discussed, Miss Barton, the moderator, summarized the various solutions for the group.

After all examples had been covered, a question-answer period was conducted. This time the J.P.'s did the questioning and the staff members did

the answering with as many different answers or solutions as possible. Again, the moderator summarized the answers for the group. There was not enough time to thoroughly cover all questions. In fact, there was not enough time to allow all questions to be raised or possible answers to be given.

The final in-service session dealing with J.P. reaction to the experience had the following teachers present: Mr. Robert Backston, Miss Jackie Pastis, Mr. Tom LaGuardia, Mrs. Betty Clancy and Mr. Robert Vasil. Since this was an open agenda session, there was no structured material to be discussed. However, discussion was continuous for the full class period. Major comments suggested that the sessions were beneficial, but should have been clearly in the J.P.'s experience. It also became apparent that some teachers were using J.P. incorrectly, either because they didn't perceive any problem or did not read printed job suggestions for J.P.'s. It was suggested that a similar workshop should be developed for teachers. A final general consensus from the J.P.'s was that the J.P. experience was very beneficial. All of them expected their student teaching to run smoother because of the direct contact with real junior high students.

EVALUATING THE IN-SERVICE SEMINARS

A group was assigned the task of evaluating the effects of the seminars on the performance of participants in the J.P. Program. This group devised a questionnaire which was to be completed by all junior participators. The survey statements were designed to assess the effectiveness of the seminars and to gather suggestions for the improvement of the program. Questionnaires were completed by the experimental group, J.P.'s who were randomly selected to take part in the seminars, (N=8) and the control group, those J.P.'s who were not selected to attend seminars. (N=10) Results were tabulated by a member of the evaluation group who was not affiliated with the project school. A copy of the J.P. questionnaires with the results noted, appears in Appendix B.

A second questionnaire was administered to teachers who worked with junior participators during the quarter. (N=13) In addition, interviews were conducted with teachers in order to obtain more detailed comments. Copies of the teacher questionnaire and interview questions also appear in Appendix B.

Evaluation Results

Neither questionnaire data or interview responses surfaced any significant differences between control or experimental groups which could be attributed to the seminar experiences. All agreed that the J.P. program was an experience that education majors should have but most felt that there were areas in which changes could be made. Possibly, one non-significant difference in favor of the experimental group could be the result of the seminar outcomes. The experimental group indicated that they had more opportunity to discuss their problems with members of the staff than did the control group. The experimental group J.P.'s also ranked administrators and facilitators higher as sources for help than did the control group.

Generally, both control and experimental J.P.'s agreed that their assignments were not overly biased toward clerical tasks. Both groups also supported placement in the J.P.'s major field, broad exposure to other fields notwithstanding. The issues of proper dress for J.P.'s was commented upon by both teachers and students. In general, most teachers are satisfied with the standards of dress chosen by J.P.'s. Most J.P.'s are willing to conform to the normal school mores about dress. On the other hand, a minority of teachers are concerned about the level of informality of the J.P.'s. A minority of J.P.'s are vigorous defenders of contemporary societal permissiveness in this area.

As a ancillary issue, the evaluation group asked both teachers and J.P.'s whether they would favor an intern experience as a fifth year of collegiate preparation. This intern experience could be similar in intent to that presently used in the medical field. Results from questionnaires and interviews show a mixed reception to the idea. Many individuals are appreciative of the longer period to train and supervise a possible entrant into the teaching field; they realize it would provide greater screening power to the present teacher selection process. The respondents are also wary of the potential for exploitation of the new entrant.

Study Group Recommendations

The evaluation group made the following observations and recommendations:

1. To have received maximum benefit from the seminars, the junior participators should have been exposed to them much earlier in the quarter. Follow-up sessions might be interspersed after the initial sessions.

2. Faculty who will be working with J.P.'s would benefit from an orientation program.

3. There is a need for a J.P. program for university students who are pursuing degrees in education. An early introduction to the school environment may eliminate students who do not possess desirable qualities for the teaching profession or who are not adaptable to change.

4. The seminars did not supersede the personal qualities, the talents and the university training that the J.P.'s brought with them to the project school.

5. The faculty and the students of the project school thoroughly enjoyed the association with the university students and the professors and would like to continue the program.

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Appendix A

Problems with the present use of Paraprofessionals
at Schaaf and their possible solutions

Problem:

5. The university is benefiting more from the J.P. experience than the teacher.
7. Universities do little to train J.P.'s and to follow-up on J.P. experience to make it meaningful
13. There is no structured course sequence that would move the student from the status of method student to J.P. to student teacher.
14. J.P.'s are not available at times convenient of teachers' needs.

I Solution:

Universities should treat the J.P. program with the same status as the student teaching program:

1. Students should receive college credit for J.P. work.
   a. J.P.'s should have no other college courses during the day.
   b. The J.P. experience should be a pre-requisite to student teaching.

Problem:

18. An improved orientation and information program to attract J.P.'s is needed.

II Solution:

Better publicity is a necessity for attracting J.P.'s.

1. Audio Visual program should be presented at colleges including former J.P.'s to answer questions.
2. A brochure (pamphlet) should be given out to all junior education majors at the beginning of the junior year.

Problem:

11. There is no standard for hiring or accepting J.P.'s into the program.

III Solution:

The selection of J.P.'s will include:

1. An interview (personal) conducted by the school.
2. Successful achievement in communication and computational skills.

Problem:

6. J.P.'s are assigned too often to work with the low ability students who need the greatest amount of professional help.
8. Often a J.P. does not have enough time to plan with assigned teachers.
15. J.P.'s are assigned to too many teachers and which can present a conflict of personalities and work load.
17. There are not enough open rooms or spaces in which the teacher and J.P. can split groups up.

IV Solution:

Orientation for teachers who will be working with J.P.'s should include:

1. A common goal.
2. The definition of the role of the J.P.
3. The definition of the role of teacher.
4. Specifically the kinds of assignments for J.P.'s.
5. Stress on cooperation among teachers sharing J.P.'s.
6. The availability of space.

Prob 16. More effort should be taken to assign J.P.'s to compatible teacher personalities.

V Solution: All involved teachers and J.P.'s should take a "Compatibility-Match" survey before assignments. Assignments will be made according to the results of the survey as much as possible.

Problem: 4. Some J.P.'s consider their work hard, tedious, boring labor because they want to teach.

VI Solution: There should be a J.P. orientation program consisting of:
1. Getting acquainted.
2. The history and background of Title III.
3. The definition of the role of J.P.
4. The definition of the role of teacher.
5. A brief introduction to the educational system at Schaaf.
6. A meeting of respective teachers at lunch.

Problem: 6. J.P.'s are assigned too often to work with the low ability students who need the greatest amount of professional help.

8. Often the J.P. does not have enough time to plan with assigned teachers.

15. J.P.'s are assigned to too many teachers which can present a conflict of personalities and work load.

VII Solution: There should be a two-meeting follow up to the original orientation program for teachers during the J.P.'s time here.

Problem: 2. Training J.P.'s on the job is too time consuming and inefficient, thereby wasting valuable teacher time.

3. Some J.P.'s are not professional:
1. They dress and look like the kids.
2. They criticize teaching methods of teachers.
3. They complain to students about the curriculum.
4. They are haphazard in grading student work.
5. They do not practice promptness and diligence.

17. There are not enough open rooms or spaces where the teacher and J.P. can split groups up.

VIII Solution: There should be the establishment of a program of in-house seminars for all Schaaf J.P.'s comprised of semi-weekly meetings for the first two weeks of the program.
1. The seminars will be conducted by the T.E.C. Facilitator using Schaaf staff members as resource people.
2. Two of the seminars will be in the morning and two in the afternoon. This way most of Schaaf's staff will be involved.
3. Topics to be covered will be subjects such as school rules and policies, classroom management, discipline, learning behavior, etc. *
4. There will be a discussion the last half hour of each seminar - (J.P.'s).

Problem: 9. No in-service communication with the J.P.'s during the J.P. experience and no opportunity to evaluate.

IX Solution: There should be the establishment of a continuation of the seminars at fourth, sixth and eighth weeks of the program to communicate and evaluate the J. P. 's experience.

Problem: 1. J. P. 's are assigned to teachers in subject areas they are not knowledgeable in.

X Solution: The J. P. should be assigned in own subject area or areas of interest by filling out forms to indicate interest.

Professionalism of the J. P.

APPENDIX B

INTERVIEW QUESTIONS

1. How well did the JP assume his role? Was he able to make the transition from university student to adult staff member?

2. Was there anything inappropriate about your JP's behavior or comments?

3. Do you think that your JP should continue to pursue a career in education?

4. Did your JP ask questions about school policy, discipline, objectives?

5. Did your JP ask for suggestions or attempt to handle problems in his own way?

6. Rate the effectiveness of your JP in handling discipline - extremely effective, effective, ineffective, extremely ineffective. Did you notice a change in the last three weeks?

7. Was your JP's presence in the classroom a help or a hindrance?

8. Teacher Redesign has suggested changes in teacher education. What is your opinion of requiring an education major to participate in an experience similar to the JP program; than an intern experience; followed by a year at a salary of half the first-year teacher's wage with, upon successful completion, a guarantee of a position in the school system when an opening occurs?

SCHAAF JUNIOR HIGH SCHOOL APPENDIX C EVALUATION INSTRUMENTS AND RESULTS
TITLE III
JUNIOR PARTICIPATOR QUESTIONNAIRES *Results of questionnaires turned in by JPs who attended the seminars. (8)
SPRING QUARTER - 1976

The Schaaf faculty considers the Junior Participator an important member of the teaching team. We greatly appreciate the service that the JP contributes and we hope that the JP also gains from the experience. In order to improve the program, we are soliciting suggestions from all JPs.

Directions: Circle the category on the continuum that approximates your evaluation of your experience at this present time. If you wish to make comments, please do so on the reverse side of this questionnaire.

CHECK ONE:

[ ] I was assigned to classes in my major.

[ ] I was not assigned to classes in my major.

[ ] I was assigned to some classes in my major and some not in my major.

CHECK ONE:

[X] I attended Title III Seminars.

[ ] I did not attend Title III Seminars.

1. The Junior Participator Program was a worthwhile experience.

(5) 5 STRONGLY AGREE — 4 AGREE — 3 NEUTRAL — 2 DISAGREE — 1 STRONGLY DISAGREE

2. The JP program could be improved.

5 STRONGLY AGREE — (4) 4 AGREE — 3 NEUTRAL — 2 DISAGREE — 1 STRONGLY DISAGREE

3. As a JP, it was necessary for me to change my mode of dress.

5 STRONGLY AGREE — 4 (3.9) AGREE — 3 NEUTRAL — 2 DISAGREE — 1 STRONGLY DISAGREE

4. As a JP, the majority of my time was spent in record keeping.

5 STRONGLY AGREE — 4 AGREE — 3 NEUTRAL — (2.1) 2 DISAGREE — 1 STRONGLY DISAGREE

5. As a JP, I felt comfortable in using my own judgment in the classroom.

5 STRONGLY AGREE — (4.0) 4 AGREE — 3 NEUTRAL — 2 DISAGREE — 1 STRONGLY DISAGREE

6. As a JP, I felt that my role in the classroom was an important one.	5 STRONGLY AGREE	4 (3.6) AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
7. I felt competent in my assignment.	5 STRONGLY AGREE	(4.0) 4 AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
8. My suggestions for classroom activities and classroom procedures were given careful consideration by the teaching team/teacher.	5 STRONGLY AGREE	4 AGREE	(3.1) 3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
9. I had opportunities to discuss my strengths as well as my weaknesses with the teaching team/teacher.	5 STRONGLY AGREE	4 AGREE	(3.1) 3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
10. I was able to discuss my concerns about my role in the school environment with appropriate staff members.	5 STRONGLY AGREE	4 (3.9) AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
11. The teacher(s) to whom I was assigned explained adequately his policy on handling students who are tardy to class.	5 STRONGLY AGREE	4 AGREE	(3.5) 3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
12. The teacher(s) to whom I was assigned explained adequately his policy on handling students who come to class without assignments and/or equipment.	5 STRONGLY AGREE	4 (3.6) AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
13. The teacher(s) to whom I was assigned explained adequately his policy on the use of the hall pass.	5 STRONGLY AGREE	4 AGREE	(3.3) 3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
14. I was properly informed by the faculty and administration on matters of school policy.	5 STRONGLY AGREE	4 AGREE	(3.4) 3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
15. The classes with whom I worked, in general, demonstrated proper respect for JPs.	5 STRONGLY AGREE	4 AGREE	(3.4) 3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE

16. I was able to handle situations where proper respect was not shown or learned an effective response for such situations.

5 (4.0)	4	3	2	1
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

17. My previous training has helped prepare me for situations that I have encountered in the classroom.

5	4 (3.4)	3	2	1
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

18. A JP should be assigned to classes in his major field of concentration.

5 (4.3)	4	3	2	1
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

19. All university students in education should be required to participate in a similar JP program.

5	4 (3.8)	3	2	1
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

20. I would participate in such a program without a stipend if one could not be offered.

5	4 (3.9)	3	2	1
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

21. I would participate in a program that required a JP experience, plus student teaching, and a one-year internship at half the salary of a first-year teacher if I were guaranteed, upon successful completion, a position in the school system when an opening occurred.

5	4	3 (2.9)	2	1
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

22. Rate the area from which you received help with problems. Give a (1) to the area from which you received the most or the best advice, (2) to the next area, etc..

Ranking

5,10,10,1,6	students (junior high)	2,1,5,1	facilitators	4,6,3,5,9,3,2,2	students (university)
9,5,9	parents	7,1,7	counselors	3,2,4,2,10,1,5,2	professors
4,2,5,1	aides	8,1,9	media specialist	1	other (critic teacher)
4,1,2,3,2,1,1,3	teachers	5,4,2,3,5	administration		

*Results of questionnaires submitted by teachers of JP's who did not attend seminars.

SCHAAF JUNIOR HIGH SCHOOL
TITLE III
CSU WORKSHOP
TASK FORCE C

JUNIOR PARTICIPATOR's NAME

QUESTIONNAIRE FOR TEACHERS

Directions: Please complete a questionnaire for each junior participator with whom you worked during Spring Quarter-1976. Circle the category on the continuum that approximates your evaluation of the junior participator's performance and personal characteristics. You may have noticed a change in the performance during the quarter. Please indicate what you consider the current performance to be.

1. The J.P. showed initiative, was enthusiastic not hesitant about doing what was expected.

5 (4.07)	4	3	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

2. The J.P. had good attendance.

5 (4.07)	4	3	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

3. The J.P. was punctual.

5	4 (3.57)	3	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

4. The class showed respect for the J.P. as a member of the adult staff.

5	4 (3.86)	3	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

5. The J.P.'s mannerisms were appropriate for an adult member of the classroom.

5	4 (3.79)	3	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

6. The J.P.'s dress was appropriate for an adult member of the classroom.

5	4 (3.79)	3	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

7. The J.P. was accurate in keeping records.

5	4 (3.57)	3	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

8. The J.P.'s choice of language and expression was appropriate for the classroom.	5 (4.21)	4	3	2	1	
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE
9. The J.P. maintained a professional attitude during class.	5 (4.14)	4	3	2	1	
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE
10. The J.P. indicated a strong interest in the students in the class.	5 (4.36)	4	3	2	1	
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE
11. The J.P. indicated a strong interest in teaching as a career.	5	4 (3.64)	3	2	1	
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE
12. The J.P. offered helpful suggestions for classroom activities and/or developed activities that were used in the classroom.	5	4 (3.07)	3	2	1	
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE
13. At the end of the quarter, the J.P. appeared to be confident in his role as a classroom assistant.	5	4 (3.79)	3	2	1	
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE
14. The J.P. demonstrated ability in handling classroom mechanics such as giving directions to students, distributing and collecting materials, taking attendance.	5 (4.21)	4	3	2	1	
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE
15. The J.P.'s presence was [illegible] to classroom control.	5	4 (3.64)	3	2	1	
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE
16. The J.P.'s assignment sho[illegible]s in his major field of concentrati[illegible]	5	4 (3.43)	3	2	1	
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE
17. All university students in education should be required to participate in a J.P. experience.	5 (4.07)	4	3	2	1	
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

*Results of questionnaire submitted by teachers with JP's who attended seminars (13)

SCHAAF JUNIOR HIGH SCHOOL
TITLE III
CSU WORKSHOP
TASK FORCE C

JUNIOR PARTICIPATOR's NAME

QUESTIONNAIRE FOR TEACHERS

Directions: Please complete a questionnaire for each junior participator with whom you worked during Spring Quarter-1976. Circle the category on the continuum that approximates your evaluation of the junior participator's performance and personal characteristics. You may have noticed a change in the performance during the quarter. Please indicate what you consider the current performance to be.

1. The J.P. showed initiative, was enthusiastic not hesitant about doing what was expected.

5	4 (4)	3	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

2. The J.P. had good attendance.

5	(4.2)	3	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

3. The J.P. was punctual.

5	4 (4.0)	3	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

4. The class showed respect for the J.P. as a member of the adult staff.

5	4 (3.6)	3	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

5. The J.P.'s mannerisms were appropriate for an adult member of the classroom.

5	4 (3.6)	3	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

6. The J.P.'s dress was appropriate for an adult member of the classroom.

5	4(3.9)	3	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

7. The J.P. was accurate in keeping records.

5	4	3(2.8)	2	1	
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DID NOT OBSERVE

8. The J.P.'s choice of language and expression was appropriate for the classroom.

5 STRONGLY AGREE | 4 AGREE (3.5) | 3 NEUTRAL | 2 DISAGREE | 1 STRONGLY DISAGREE | DID NOT OBSERVE

9. The J.P. maintained a professional attitude during class.

5 STRONGLY AGREE | 4 AGREE (3.6) | 3 NEUTRAL | 2 DISAGREE | 1 STRONGLY DISAGREE | DID NOT OBSERVE

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5 STRONGLY AGREE | 4 AGREE (4.0) | 3 NEUTRAL | 2 DISAGREE | 1 STRONGLY DISAGREE | DID NOT OBSERVE

11. The J.P. indicated a strong interest in teaching as a career.

5 STRONGLY AGREE | 4 AGREE | 3 NEUTRAL (2.8) | 2 DISAGREE | 1 STRONGLY DISAGREE | DID NOT OBSERVE

12. The J.P. offered helpful suggestions for classroom activities and/or developed activities that were used in the classroom.

5 STRONGLY AGREE | 4 AGREE | 3 NEUTRAL (2.5) | 2 DISAGREE | 1 STRONGLY DISAGREE | DID NOT OBSERVE

13. At the end of the quarter, the J.P. appeared to be confident in his role as a classroom assistant.

5 STRONGLY AGREE | 4 AGREE (3.6) | 3 NEUTRAL | 2 DISAGREE | 1 STRONGLY DISAGREE | DID NOT OBSERVE

14. The J.P. demonstrated ability in handling classroom mechanics such as giving directions to students, distributing and collecting materials, taking attendance.

5 STRONGLY AGREE | 4 AGREE (3.6) | 3 NEUTRAL | 2 DISAGREE | 1 STRONGLY DISAGREE | DID NOT OBSERVE

15. The J.P.'s presence was an aid to classroom control.

5 STRONGLY AGREE | 4 AGREE | 3 NEUTRAL (3.0) | 2 DISAGREE | 1 STRONGLY DISAGREE | DID NOT OBSERVE

16. The J.P.'s assignment should be classes in his major field of concentration.

5 STRONGLY AGREE | 4 AGREE (3.5) | 3 NEUTRAL | 2 DISAGREE | 1 STRONGLY DISAGREE | DID NOT OBSERVE

17. All university students in education should be required to participate in a J.P. experience.

5 STRONGLY AGREE | 4 AGREE (3.6) | 3 NEUTRAL | 2 DISAGREE | 1 STRONGLY DISAGREE | DID NOT OBSERVE

SCHAAF JUNIOR HIGH SCHOOL
TITLE III
JUNIOR PARTICIPATOR QUESTIONNAIRES* Results of questionnaires turned in by JPs who did not attend the seminars. (10)
SPRING QUARTER - 1976

Please return to Mrs. Miterko in the AVA Room by June 4.

The Schaaf faculty considers the Junior Participator an important member of the teaching team. We greatly appreciate the service that the JP contributes and we hope that the JP also gains from the experience. In order to improve the program, we are soliciting suggestions from all JPs.

Directions: Circle the category on the continuum that approximates your evaluation of your experience at this present time. If you wish to make comments, please do so on the reverse side of this questionnaire.

CHECK ONE:

[ ] I was assigned to classes in my major.

[ ] I was not assigned to classes in my major.

[ ] I was assigned to some classes in my major and some not in my major.

CHECK ONE:

[ ] I attended Title III Seminars.

[*] I did not attend Title III Seminars.

1. The Junior Participator Program was a worthwhile experience.

5 (4.7) 4 3 2 1
STRONGLY AGREE — AGREE — NEUTRAL — DISAGREE — STRONGLY DISAGREE

2. The JP program could be improved.

5 (4.1) 4 3 2 1
STRONGLY AGREE — AGREE — NEUTRAL — DISAGREE — STRONGLY DISAGREE

3. As a JP, it was necessary for me to change my mode of dress.

5 4 (3.1) 3 2 1
STRONGLY AGREE — AGREE — NEUTRAL — DISAGREE — STRONGLY DISAGREE

4. As a JP, the majority of my time was spent in record keeping.

5 4 3 (2.7) 2 1
STRONGLY AGREE — AGREE — NEUTRAL — DISAGREE — STRONGLY DISAGREE

5. As a JP, I felt comfortable in using my own judgment in the classroom.

5 4 (3.8) 3 2 1
STRONGLY AGREE — AGREE — NEUTRAL — DISAGREE — STRONGLY DISAGREE

39

40

6. As a JP, I felt that my role in the classroom was an important one.	5 STRONGLY AGREE	4 (3.8) AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
7. I felt competent in my assignment.	5 (4.3) STRONGLY AGREE	4 AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
8. My suggestions for classroom activities and classroom procedures were given careful consideration by the teaching team/teacher.	5 STRONGLY AGREE	4 (3.5) AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
9. I had opportunities to discuss my strengths as well as my weaknesses with the teaching team/teacher.	5 STRONGLY AGREE	4 (3.7) AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
10. I was able to discuss my concerns about my role in the school environment with appropriate staff members.	5 STRONGLY AGREE	4 (3.4) AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
11. The teacher(s) to whom I was assigned explained adequately his policy on handling students who are tardy to class.	5 STRONGLY AGREE	4 (3.4) AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
12. The teacher(s) to whom I was assigned explained adequately his policy on handling students who come to class without assignments and/or equipment.	5 STRONGLY AGREE	4 (3.2) AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
13. The teacher(s) to whom I was assigned explained adequately his policy on the use of the hall pass.	5 STRONGLY AGREE	4 (3.4) AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
14. I was properly informed by the faculty and administration on matters of school policy.	5 STRONGLY AGREE	4 (3.8) AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE
15. The classes with whom I worked, in general, demonstrated proper respect for JPs.	5 (4.4) STRONGLY AGREE	4 AGREE	3 NEUTRAL	2 DISAGREE	1 STRONGLY DISAGREE

16. I was able to handle situations where proper respect was not shown or learned an effective response for such situations.

5 (4.1) 4 3 2 1
STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE

17. My previous training has helped prepare me for situations that I have encountered in the classroom.

5 4 (3.4) 3 2 1
STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE

18. A JP should be assigned to classes in his major field of concentration.

5 (4.3) 4 3 2 1
STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE

19. All university students in education should be required to participate in a similar JP program.

5 (4.0) 4 3 2 1
STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE

20. I would participate in such a program without a stipend if one could not be offered.

5 4 (3.9) 3 2 1
STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE

21. I would participate in a program that required a JP experience, plus student teaching, and a one-year internship at half the salary of a first-year teacher if I were guaranteed, upon successful completion, a position in the school system when an opening occurred.

5 (4.4) 4 3 2 1
STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE

22. Rate the area from which you received help with problems. Give a (1) to the area from which you received the most or the best advice, (2) to the next area, etc..

Ranking

10,5,4,5,5,3,4,3 students (junior high)

7,6,6,4 _____ parents

5,5,5,1,2,1,5 aides

1,1,1,2,1,2,1,2,teachers
1

8,7,8,9 _____ facilitators

3,4,8,7,2 _____ counselors

10,9,9,6,7 _____ media specialist

6,10,10,3,4,8 _____ administration

3,1,2,2,2,3,4,6,2,3 students (university)

2,9,3,4,4,3,5,3,1,4 professors

11 other

43

44